Kansallinen Bologna-seurantaseminaari

Aika: 25.5.2009 klo 10-16

Paikka: Jossain päin Helsinkiä

Aihe: Oppimistulokset/-tavoitteet (learning outcomes) HEIden opetustarjonnan lähtökohtana

CIMO selvittää paikkaa (varmaan joku HEI, koska tarvitaan iso sali(n 150 hlö) ja 4-5 WS huonetta (a 30-40 hlö)

Ohjelma:

9:00-10:00 ilmoittautuminen ja kahvi

10:00-10:20 Aloitus ja tervetuloa – kuka vetää? Birgitta? Sirén? Anita? Mielellään ite/SYL jonkun sanan sanoisin opiskelijapuolelta.

10:20-12:00 Yhteisohjelmaa/alustuksia

Teemat voisivat olla jotenkin alustuksia työryhmiin. Pitäisikö alustamassa olla työryhmien vetäjät? Jos aikaa on 1h40min siihen ehtii hyvin ottaa pari pidempää ja pari lyhyempää alustusta.

12:00-13:00 Lounas

13:00-14:30 Työryhmät (onko aiheet ok? Ketkä vetää? Mielellään kokeilisin Tuningista tuttua co-chair-meininkiä, että vetämässä on yksi ”akateeminen”-tyyppi ja yksi opiskelija.

Aiheita (?/vetäjiä):

NQF – koulutusohjelmasuunnittelu – osaaminen – oppimistulokset/-tavoitteet

LOt ja mitoitus

Miten kirjoittaa LOt?

LOt ja ECTS RPLn edellytyksenä

joku muu, mikä?

14:30-15:00 Kahvi (jos tuo paneelikeskustelu/purku on lopuksi, TR-vetäjät voivat kahvin lomassa valmistella parin minuutin summauksen omasta ryhmästään)

15:00-16:00 Yhteissessio (työryhmien purku/jotain muuta – ehkä paneelikeskustelun muodossa, silleen, että paneelissa on mukana WS-vetäjät (toinen, jos co-chairs) ja pj on pj )

6. National Bologna follow-up seminar

The national Bologna follow-up seminar which is open to all interested parties is scheduled for early 2009.

This seminar is a continuation of a similar national follow-up seminar organised in December 2007 – the main themes for discussion are: learning outcomes, recognition of prior learning as well as qualification frameworks. The Expert Team has defined these as priority themes for Bologna implementation and HE reform in Finland. And according to feedback that CIMO received from the 2007 seminar these themes were felt very topical among seminar participants.

The main aim of the seminar is to promote selected Bologna objectives and to provide a forum for discussion and information for all HEIs. The role of Experts is central to the realisation of the seminar; they act as plenary speakers and workshop leaders, and this way offer their expertise and advice to individual institutions.

Furthermore, the seminar will also provide a possibility to inform the HE Community on the latest developments in the Bologna process.

Dissemination: The conclusions of the seminar will be published in the internet.

The target audience of the seminar (with an estimated number of participants being 130) will include different key players within Higher Education: HEIs, teachers, students, experts, decision-makers and administrators as well as social partners.

**ECTS KEY FEATURES**

21 December 2007 (final)

**ECTS**

ECTS is a learner-centred system for credit accumulation and transfer based on the transparency of learning outcomes and learning processes. It aims to facilitate planning, delivery, evaluation, recognition and validation of qualifications and units of learning as well as student mobility. ECTS is widely used in formal higher education and can be applied to other lifelong learning activities.

**ECTS credits**

ECTS credits are based on the workload students need in order to achieve expected learning outcomes. Learning outcomes describe what a learner is expected to know, understand and be able to do after successful completion of a process of learning. They relate to level descriptors in national and European qualifications frameworks.

Workload indicates the time students typically need to complete all learning activities (such as lectures, seminars, projects, practical work, self-study and examinations) required to achieve the expected learning outcomes.

60 ECTS credits are attached to the workload of a full-time year of formal learning (academic year) and the associated learning outcomes. In most cases, student workload ranges from 1,500 to 1,800 hours for an academic year, whereby one credit corresponds to 25 to 30 hours of work.

**Use of ECTS credits**

Credits are allocated to entire qualifications or study programmes as well as to their educational components (such as modules, course units, dissertation work, work placements and laboratory work). The number of credits ascribed to each component is based on its weight in terms of the workload students need in order to achieve the learning outcomes in a formal context.

Credits are awarded to individual students (full-time or part-time) after completion of the learning activities required by a formal programme of study or by a single educational component and the successful assessment of the achieved learning outcomes. Credits may be accumulated with a view to obtaining qualifications, as decided by the degree-awarding institution. If students have achieved learning outcomes in other learning contexts or timeframes (formal, non-formal or informal), the associated credits may be awarded after successful assessment, validation or recognition of these learning outcomes.

Credits awarded in one programme may be transferred into another programme, offered by the same or another institution. This transfer can only take place if the degree-awarding institution recognises the credits and the associated learning outcomes. Partner institutions should agree in advance on the recognition of periods of study abroad.

Credit transfer and accumulation are facilitated by the use of the ECTS key documents (Course Catalogue, Student Application Form, Learning Agreement and Transcript of Records) as well as the Diploma Supplement.